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ABSTRACT

The Learning Disabled/Emotionally Handicapped (LD/EH) Program in the Phoenix Union High School District served 2,413 students during 1980-81 with either a resource or self contained program. The ethnic distribution of LD students was consistent with the overall District ratio. In the EH program, however, there were more Anglo and Native Americans proportionately than there were in the District as a whole, and fewer Hispanics. More LD/EH students were freshmen and sophomores than were juniors and seniors. Those LD/EH students who participated in state mandated achievement testing for 2 consecutive years made significant gains in reading, language, and math. However, their average test scores were three to five grades below District averages, and were particularly low in language. A majority of students in the LD/EH program rated the program as "excellent" or "good." A majority of parents responding to a survey thought the LD/EH program was "very effective" or "effective." Most were satisfied with their children's placement within the program. LD/EH staff members seemed satisfied with their students and the amount of student improvement, but a substantial minority were dissatisfied with the facilities, equipment, and materials available. In general, they had more positive opinions about student improvement than did either the students or the parents. Regular classroom teachers indicated only a moderate level of understanding about the program. While many stated that LD/EH students were able to keep up with the work in their classes, 20% or more did not like the idea of mainstreaming LD or EH students. Almost half felt the LD/EH program was "worthwhile" or "very worthwhile," however. (Author)

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PHOENIX UNION HIGH SCHOOL DISTRICT # 210

LEARNING DISABLED/EMOTIONALLY HANDICAPPED PROGRAM

1980/81 PROGRAM EVALUATION

REPORT NO. 33:10:80/81:031

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ABSTRACT

The Learning Disabled/Emotionally Handicapped (LD/EH) Program in the Phoenix Union High School District served 2413 students during 1980/81 (unduplicated count). Three-fourths of those students were Learning Disabled (LD), meaning that they had perceptual/motor or integrative handicaps affecting their ability to comprehend and complete school work. The remaining students were Emotionally Handicapped (EH), and had emotional problems which influenced their behavior or ability to concentrate.

The ethnic distribution of LD students was consistent with the overall District ratio. In the EH program, however, there were more Anglo and Native Americans proportionately than there were in the District as a whole, and fewer Hispanics. More LD/EH students were freshmen and sophomores than were juniors and seniors.

Those LD/EH students who participated in state-mandated achievement testing for two consecutive years made significant gains in reading, language, and math. However, LD/EH students in general did not perform as well as the average District student during Spring 1981 testing. Their average test scores were three to five grades below District averages, and were particularly low in language.

Almost all students in the LD/EH program who responded to an opinion survey felt that the program was helping them do better in school. Many also reported gains in basic skills, job skills, awareness of job and career opportunities, and getting along with teachers and other adults. A majority rated the program as "excellent" or "good."

Fewer parents responded to the survey, but the majority of those who did thought the LD/EH program was "very effective" or "effective." Most were satisfied with their children's placement within the program. LD/EH staff members seemed satisfied with their students and the amount of student improvement, but a substantial minority were dissatisfied with the facilities, equipment, and materials available. In general, they had more positive opinions about student improvement than did either the students or the parents. Regular classroom teachers indicated only a moderate level of understanding about the program. While many stated that LD/EH students were able to keep up with the work in their classes, 20 percent or more did not like the idea of mainstreaming LD or EH students. Almost half felt the LD/EH program was "worthwhile" or "very worthwhile," however.

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INTRODUCTION

The Learning Disabled/Emotionally Handicapped (LD/EH) Program in the Phoenix Union High School District serves two types of students. The first type, Learning Disabled (LD) students, are those with a perceptual/motor or integrative handicap which affects their ability to comprehend and complete school work. They usually function at a lower academic level than others their age and often find school a frustrating environment. Emotionally Handicapped (EH) students, on the other hand, usually do not have perceptual motor difficulties. Rather, they suffer from emotional problems which can be attributed to a variety of factors. In some cases, these emotional difficulties affect students' schoolwork by decreasing their ability to concentrate. In other cases students engage in inappropriate behavior in the classroom (aggression, disruption, etc.) which makes it impossible for them to remain in a regular class. Other EH students may function fairly well in their regular classes but be extremely socially withdrawn. All of these types of students are served within the LD/EH program.

During 1980/81, the LD and EH programs at the eleven District high schools were run independently; each one reported directly to the District Exceptional Student Program administration. Not all programs were offered at all schools. The following section of this report briefly describes some of the services offered throughout the Phoenix Union High School District programs.

PROGRAM DESCRIPTIONS

Four types of programs were provided during 1980/81 for EH and LD students: LD self-contained, LD resource, EH self-contained, and EH resource. The major difference between self-contained and resource classes was that self-contained students stayed in their EH or LD classroom all day, while resource students received assistance from the LD or EH program for only part of the day and attended regular classes for the remainder of their schedule. Some resource students did not attend LD or EH classes at all, but received monitoring and counseling services only as necessary. There were many more resource students than self-contained.

The ESP staff at each school designed their own programs based on the needs of their students. Thus, the LD resource program at one school might have different components than the program of the same name located at another school. Also, some schools had no need for any self-contained programs.

General descriptions of the LD resource, EH resource, LD self-contained and EH self-contained programs follow. Variations between schools are noted where appropriate.

LD Resource

a. Students

ESP personnel at the schools described the "typical" LD resource student as being male, a low achiever in most subjects, and having poor basic skills. He usually exhibited some behavior problems. He also tended to be undermotivated, although this was sometimes due to a feeling that his school

work was beyond his capacity. The typical LD student had family problems or substance abuse problems and may also have had a poor school attendance record. Finally, he needed greater structure and emotional support at school than did the usual student.

b. Facilities and Equipment

LD resource students were served in the Resource Labs at each school. Students could attend daily or on a less frequent but regular basis as indicated on their IEPs. The Resource Lab facilities at all schools were basically similar during 1980/81, in that each had some tables for small group work and some desks or carrels for individual work.

c. Activities and Materials

Students in the Resource Labs received individual assistance with their work. This included aid with regular classwork and intensive instruction in basic skills. Alternative learning materials, supplementary materials and modified textbooks were used when appropriate. Many Resource Labs also featured audio-visual aids and "hands-on" materials to instruct each resource student in the sensory modality in which he or she was most receptive. An additional component of some labs was a behavior modification program or point system in which students earned privileges by displaying positive behaviors such as completing work, being on time and exhibiting correct classroom behaviors.

In schools with a large number of LD/EH resource students, content area classes ("CRT classes") were offered. These classes generally included English, Math and Reading, but some schools also included science and social studies. These courses did not cover as much material as those in the regular curriculum and were paced to the resource students' needs. Four schools (East, Hayden, Union and West) did not offer CRT classes during 1980/81.

EH Resource

a. Students

The "typical" EH resource student as described by EH staff members had mild, possibly chronic, emotional problems. He or she was often easily distracted and had a low frustration level. The student had average or above average abilities, but may have been performing at a lower level than expected as a result of personal problems, poor attendance and family difficulties. Classroom behavior ranged from withdrawal to acting out.

b. Facilities and Equipment

EH resource students were also served in the Resource Labs at each school, attending daily or on a less frequent but regular basis.

c. Activities and Materials

The activities and materials used with EH students were essentially the same as LD Resource, except that EH Resource students were more likely to

receive additional services from a counselor or psychologist. These included individual or group counseling on a regular or as-needed basis.

LD Self-Contained

a. LD personnel described self-contained students as having more serious handicaps than resource students. The "typical" LD self-contained student was male, behaviorally immature, with a low self-concept and a poor attendance record. His reading level was very low (usually 2nd to 4th grade), and his oral and written language skills were poorly developed. Some LD self-contained students did not even know the alphabet. As a result of this low level academic achievement, they were easily frustrated in class and some exhibited disruptive behavior.

b. Facilities and Equipment

Self-contained students attended most or all of their classes in their own classroom with special teachers. As in the resource rooms, there were tables and desks or carrels for small group or individual work.

c. Activities and Materials

LD self-contained classes relied heavily on behavior modification programs to effect changes in the students' behaviors and attitudes. Grades and behavior privileges depended on the appropriateness of classroom behavior as well as academic achievement. As in resource classes, lower-level textbooks and remedial materials were used. Audio-visual materials had a prominent place in the curriculum. In addition, group counseling and frequent home contacts were stressed.

d. Class Periods by Subject

Some of the LD/EH self-contained classrooms were structured into classes by content area (math, American History, etc.). Others were completely individualized (each student worked on the skills he/she needed most), and covered primarily math, English and reading. Three schools (Camelback, Central and East) did not offer LD self-contained classes in 1980/81.

EH Self-Contained

a. Students

EH self-contained students were described by staff as being of average to above average intelligence. However, they had serious emotional problems which interfered with their academic performance. Many had short attention spans, little impulse control and low frustration levels, which led to physical and verbal "acting out" behavior. Others were extremely passive and withdrawn. Low self-esteem and poor self-concepts were frequent, and a history of drug or alcohol abuse was not uncommon. As a result of these problems the students, though bright, tended to have low levels of basic skills performance.

b. Facilities and Equipment

The facilities and equipment provided were the same as for LD self-contained students.

c. Activities and Materials

The self-contained EH classes at two schools (East and West) were combined with LD self-contained and included the same materials and activities. At the remaining schools with EH self-contained programs, the activities and materials were very similar to those in LD self-contained. However, they also included group and individual therapy for most students, and more frequent parent contact. The behavior modification point systems were stricter for the EH self-contained students and the activities were also more structured. Since EH students were often at a higher academic level than LD students, there was not as much use of remedial materials.

d. Class Periods by Subject

Subjects in EH self-contained classrooms varied more than those in LD self-contained. There was somewhat less emphasis on basic reading, math, and writing and more on social studies and science. However, at two schools (East and West) EH self-contained students were offered the same courses taken by LD self-contained. Two schools (Alhambra and Central) offered no EH self-contained classes.

General LD/EH Activities

Even though an Individualized Education Program was designed for each student, some materials and techniques were similar whether used with LD or EH, resource or self-contained. All students were pre- and posttested in basic skills. There was more reading aloud in the special education classes than in the regular classroom, and more use of progress charts and graphs. Daily totals of points earned helped students visualize their progress. Heavy use was made of teacher-developed materials which correlated with regular textbooks. Staff state that in the LD/EH program there was more one to one contact, a more positive personal relationship with the teacher and more direct encouragement to attend school than in the regular classroom.

Monitoring

Some resource students (both LD and EH) had progressed well enough that they did not need to attend special classes, yet they still required occasional assistance from the resource program. These students were served through a process known as "monitoring," in which a student's resource teacher maintained awareness of the student's progress, both behavioral and academic, through regular contact with the student and/or the student's classroom teachers. Contact with the student might be as frequent as once a day or as rare as once a quarter, depending on the student's needs. The same was true of conferences with the student's general education teachers or parents. If a student was not doing well in regular classes, he or she could be brought back into resource classes for more concentrated assistance.

STUDENTS

By Program

The LD/EH programs combined served 2413 students within the District during 1980/81. By far the majority of these (1817, or 75.3%) were Learning Disabled. Table 1 provides information on the number of students by program.

Table 1

LD/EH Program
Number and Percent of Students by Program
(Unduplicated Count)
1980/81

Program	Number of Students Enrolled	Percent of Students Enrolled
LD Resource	1568	65.0%
LD Self-Contained	249	10.3%
EH Resource	332	13.8%
EH Self-Contained	264	10.9%
Total	2413	100.0%

Ethnic Origins

Students in all major ethnic groups received services through the program. As Table 2 shows, the majority of students in three of the four programs were Anglo, which is consistent with the overall District ratio (62.2% Anglo). Other ethnic groups were represented in approximately the same proportions in which they were present in the District. The LD Self-Contained program, however, had fewer Anglo students and more Hispanic students than would be expected, given overall District percentages. This can be accounted for by the fact that ESP personnel at Carl Hayden High School, which has a large Hispanic population, placed a much higher percentage of their LD students in self-contained classes than in resource classes. At all other schools, the large majority of LD students were placed in resource classrooms.

When the two LD groups were combined, the ethnic proportions were very close to the District proportions. However, when combining the two EH groups, a different picture emerged. The Native American percentage was twice as large as their District proportion. The Anglo proportion was also higher, whereas the Hispanics had fewer students proportionally (almost half as many) in the EH programs than in the total District enrollment.

Grade Levels

There were slightly more LD and EH students in the freshman and sophomore classes than there were juniors and seniors (see Table 3). The LD self-contained program was heavily weighted toward the freshman class, and had very few seniors. This was solely due to the program at Carl Hayden High School, where over half of the LD self-contained students were freshmen.

Table 2

LD/EH Program
Ethnic Distribution of Students
(Duplicated Count)

Program	Native American	Anglo	Hispanic	Black	Oriental	Total
LD Resource	33 (2.1%)	1120 (69.7%)	283 (17.6%)	165 (10.3%)	5 (.3%)	1606 (100.0%)
LD Self-Contained	18 (6.7%)	133 (49.6%)	86 (32.1%)	31 (11.6%)	0 -	268 (100.0%)
EH Resource	20 (5.7%)	254 (73.0%)	45 (12.9%)	29 (8.3%)	0 -	348 (100.0%)
EH Self-Contained	10 (3.3%)	189 (70.0%)	31 (11.5%)	40 (14.8%)	0 -	270 (100.0%)
Overall LD/EH	81 (3.3%)	1696 (68.1%)	445 (17.9%)	265 (10.6%)	5 (.2%)	2492 (100.0%)
District	(2.4%)	(62.2%)	(22.0%)	(12.1%)	(1.3%)	
LD Combined	51 (2.7%)	1253 (66.9%)	369 (19.7%)	196 (10.4%)	5 (.3%)	1874 (100.0%)
EH Combined	30 (4.8%)	443 (71.7%)	76 (12.3%)	69 (11.2%)	0	618 (100.0%)

The comparatively large number of EH resource students in ungraded classrooms resulted from the fact that many of these students were at Bostrom Alternative Center for Education (BACE), which had largely ungraded classrooms.

When the combined percentages are reviewed, a higher proportion of the EH than LD students were ungraded. In the eleventh grade there were more LD than EH students. The other grade level proportions were relatively the same, as shown in Table 3.

Of the 618 EH students enrolled, 275 withdrew (44%). Seventy-eight (28.4%) of the 275 went to another school or another district or moved out of state; 133 (48.3%) dropped out; 56 (20.4%) withdrew for other reasons or for unknown reasons. Eight (2.9%) no longer needed EH services.

Of the 1874 LD students enrolled, 593 (31.6%) withdrew. One hundred twenty-five (21.1%) transferred to another school or another district or moved out of state; 293 (49.4%) dropped out; 134 (22.6%) withdrew for other reasons or for unknown reasons. Eleven (1.9%) no longer needed LD services and 8 (1.3%) graduated at the end of first semester.

Table 3
LD/EH Program
Student Grade Levels
(Duplicated Count)
1980/81

Program	Ungraded	9	10	11	12	Total
			Grade			
LD Resource	87	421	431	382	285	1606
	(5.4%)	(26.2%)	(26.8%)	(23.8%)	(17.7%)	(100.0%)
LD Self-Contained	6	120	69	49	24	268
	(2.2%)	(44.8%)	(25.7%)	(18.3%)	(9.0%)	(100.0%)
EH Resource	55	81	86	58	68	348
	(15.8%)	(23.3%)	(24.7%)	(16.7%)	(19.5%)	(100.0%)
EH Self-Contained Students	5	98	75	57	35	270
	(1.9%)	(36.3%)	(27.8%)	(21.1%)	(13.0%)	(100.0%)
Total	153	720	661	546	412	2492
	(6.1%)	(28.9%)	(26.5%)	(21.9%)	(16.5%)	(100.0%)
District Grade Level Distribution (p. 9 Annual Report)	(10.5%)	(22.7%)	(23.1%)	(22.0%)	(21.7%)	
LD Combined	93	541	500	431	309	1874
	(5.0%)	(28.8%)	(26.7%)	(23.0%)	(16.5%)	
EH Combined	60	179	161	115	103	618
	(9.7%)	(29.0%)	(26.0%)	(18.6%)	(16.7%)	

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COPING SKILLS QUESTIONNAIRE

A committee composed of LD/EH staff members and the evaluators developed a questionnaire designed to elicit students' feelings on coping with common emotions or events. The questionnaire was to be administered on a pre/posttest basis, once first semester and once second semester, to determine whether students felt better able to cope with life events after being in the LD/EH program.

Unfortunately, not all questionnaires were administered as planned. In one school, the person who was to give the pretest was absent, so neither the pretest nor the posttest was given. At another school, students were told to identify themselves by the first two digits in their identification numbers so the pretest and posttest could be matched. Since these numbers indicated year of graduation and school, they were the same for all students in a class (all freshmen, all sophomores, etc.). Therefore, none of the pre- and posttests from that school could be matched. At a third school, teachers used roll book numbers as student identifiers first semester and names or initials the next, in spite of clear instructions that pre- and posttest would have to match. Finally, some teachers did not administer the questionnaires at all. For these reasons, students from some schools are not represented in the discussion which follows.

A total of 470 of the 2492 LD/EH students (18.9%) completed both the pretest and posttest. A list of the number of students participating from each school is shown in Table 4.

Table 4

LD/EH Program

Students Completing Coping Skills Questionnaires

1980/81

School	Number of Students Participating
Alhambra	55
Bostrom	33
Camelback	106
Central	54
Desiderata	44
East	38
Hayden	16
Maryvale	56
North	11
South	1
Union	30
West	26
	470

In general, students reported few problems in coping with many of the items listed. Over 50% of the respondents stated that the following items were "Not a Problem for Me" on both the pretest and posttest:

Daily schedule changes
Students pushing me around
Brothers
Sisters
Sexual feelings
Drugs
Alcohol
Discipline
Crowds
Working in a group
Working alone
After school activities
Teasing about being an ESP student
People who feel sorry for me
Security guards
Shopping
Public transportation
Doing things on my own

The average score on all items on both questionnaires was between "Not a Problem for Me" and "A problem, I can cope." The three items which students saw as most difficult to cope with on the pretest were "sitting still", "failure in school", and "loss of loved one". At least 10% of the respondents replied "I just can't cope" to these items. The first two of those items are obviously highly related to behavior and performance in a school setting.

There were a number of items which did show statistically significant improvement between pretest and posttest (although students did not find the items particularly hard to cope with even on the pretest). These items included coping with:

Students pushing me around
Administrator's orders
Parents' orders
Discipline
Boredom
Criticism
Unkind remarks
Personal problems
Embarrassment
Failure in school
Failure in general
After school activities
Illness
Security guards
Shopping
Public transportation

Only two items were seen as more difficult to cope with on the posttest than the pretest. These were "sexual feelings" and "doing things on my own". The difference was not statistically significant, however.

In summary, the results of the coping skills test were of limited utility. Whether students really did not have problems coping with the items listed or whether they did not wish to admit their true feelings is unknown. It is possible that some students reported progress in coping with certain items while others denied their problems on pretesting but admitted some difficulties on posttesting. The two types of response changes would have "cancelled each other out." At any rate, the questionnaire results cannot be used either to support or deny the effectiveness of the LD/EH program.

ACHIEVEMENT TEST SCORES

Most LD and EH students took the state-mandated California Achievement Test during the regular District testing in April, 1981. (EH self-contained students were exempted from testing.) The test consisted of three major sections: reading, language, and math.

Table 5 shows the results of testing for LD and EH students only, by school. In general, over all schools and all test sections, EH students performed at a higher grade level than LD students. The only exceptions to this rule were at BACE (Bostrom Alternative Center for Education) and East, where LD students had higher averages on all test sessions. In addition, LD students at North performed better than EH students on the language section only, and Maryvale and South LD students performed at a higher grade level on the math sub-test than EH students at the same schools. The highest average scores in all areas for EH students were recorded at Camelback, while the highest LD averages were at Central. The lowest EH averages were at BACE in reading and language and at South in math, while the lowest LD averages were at Union (reading), South (language), and Hayden (math). The overall mean grade equivalent scores for LD/EH students ranged from 6.4 (LD-language) to 8.6 (EH-reading).

Table 5
Phoenix Union High School District
Exceptional Students Program
California Achievement Test Scores
April 1981

LD and EH Students* by School
Mean Grade Equivalent

Number of Students			READING		LANGUAGE		MATHEMATICS	
LD	EH	School	LD	EH	LD	EH	LD	EH
105	12	A	7.9	8.0	7.1	7.2	7.6	8.1
106	10	B	7.3	8.9	6.4	7.1	7.5	8.4
169	31	Ø	7.9	10.3	6.7	9.3	8.0	9.2
63	19	C	8.4	10.3	7.4	9.0	8.4	9.1
55	9	E	7.3	6.6	6.6	6.1	7.7	7.6
70	20	H	6.7	7.9	5.3	6.8	6.6	7.3
153	21	M	7.5	7.6	6.6	6.6	7.5	7.1
31	4	N	7.5	8.0	7.2	5.3	7.9	7.9
52	4	S	6.1	8.3	4.8	6.8	6.7	5.9
45	14	U	6.0	8.0	4.9	6.6	6.7	8.2
45	11	W	7.0	9.0	6.2	7.8	6.9	7.4
23	5	BACE	6.9	6.3	5.7	4.3	7.1	6.9
917	160							
	1077**	OVERALL	7.4	8.6	6.4	7.5	7.5	8.1

* EH self-contained students were not required to take the CAT.

** This is approximately 66 percent of the 1644 LD/EH students still enrolled as of March 1st.

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Table 6 shows the CAT mean grade equivalent for LD students by grade level. Results vary from school to school. In reading, at the freshmen grade level, LD students were on the average 3.3 grade equivalents (GE) below the District students. By the end of the twelth grade, the gap was 4.6 grade equivalents. In language, the gap at the freshman level was 4.1 GE's and at the senior level 5.3 GE's. The same held true in math, with a difference of 3.0 GE's at the freshman level and 5.1 GE's at the senior level. LD students, instead of achieving 1.0 grade equivalent or better a year, made gains of only two to six months.

Table 6

Phoenix Union High School District
EXCEPTIONAL STUDENT PROGRAM
CAT April 1981 BY GRADE

LD STUDENTS
Mean Grade Equivalent

School	READING				LANGUAGE				MATHEMATICS			
	9	10	11	12	9	10	11	12	9	10	11	12
A	7.4	8.1	8.2	10.1	6.5	7.4	7.4	9.6	6.7	8.1	7.9	9.5
B	6.8	7.5	7.7	7.2	5.6	6.7	6.9	6.1	7.3	7.6	7.9	7.1
Ø	7.1	8.0	7.9	8.8	6.1	6.3	7.0	7.5	7.6	8.3	8.0	7.9
C	6.1	8.4	8.8	9.9	7.0	7.2	8.4	8.3	7.4	8.4	9.3	9.3
E	6.5	7.6	6.3	8.6	5.6	6.7	6.0	7.1	6.7	8.0	7.7	7.9
H	5.3	6.8	7.2	6.5	4.2	5.2	5.4	4.7	6.0	6.6	6.3	7.0
M	7.3	7.2	7.5	8.8	6.1	6.0	7.3	7.8	7.3	7.0	8.1	8.6
N	6.4	6.7	6.7	7.5	5.9	6.0	5.1	5.5	6.7	6.4	6.7	7.1
S	4.5	5.8	6.3	6.6	3.8	4.5	4.6	5.6	6.4	6.6	7.4	6.8
U	5.9	5.9	5.7	7.0	5.8	4.2	4.8	5.4	6.5	6.6	6.1	6.7
W	7.4	7.9	8.4	7.0	6.7	7.7	7.1	5.4	7.0	7.4	8.2	7.4
BACE	7.4	6.0	8.6	–	6.2	5.1	8.0	–	7.4	5.9	8.7	–
Overall	6.7	7.5	7.6	8.3	5.9	6.3	6.8	7.0	7.0	7.4	7.7	7.8
# Students Having Test Scores	277	256	242	142	278	257	245	141	277	255	242	140
District	10.0	10.8	11.8	12.3	10.0	10.7	11.8	12.3	10.0	10.6	11.9	12.9

33:10:80/81:031

There were so few EH students at each school that the data is summarized in capsule form below:

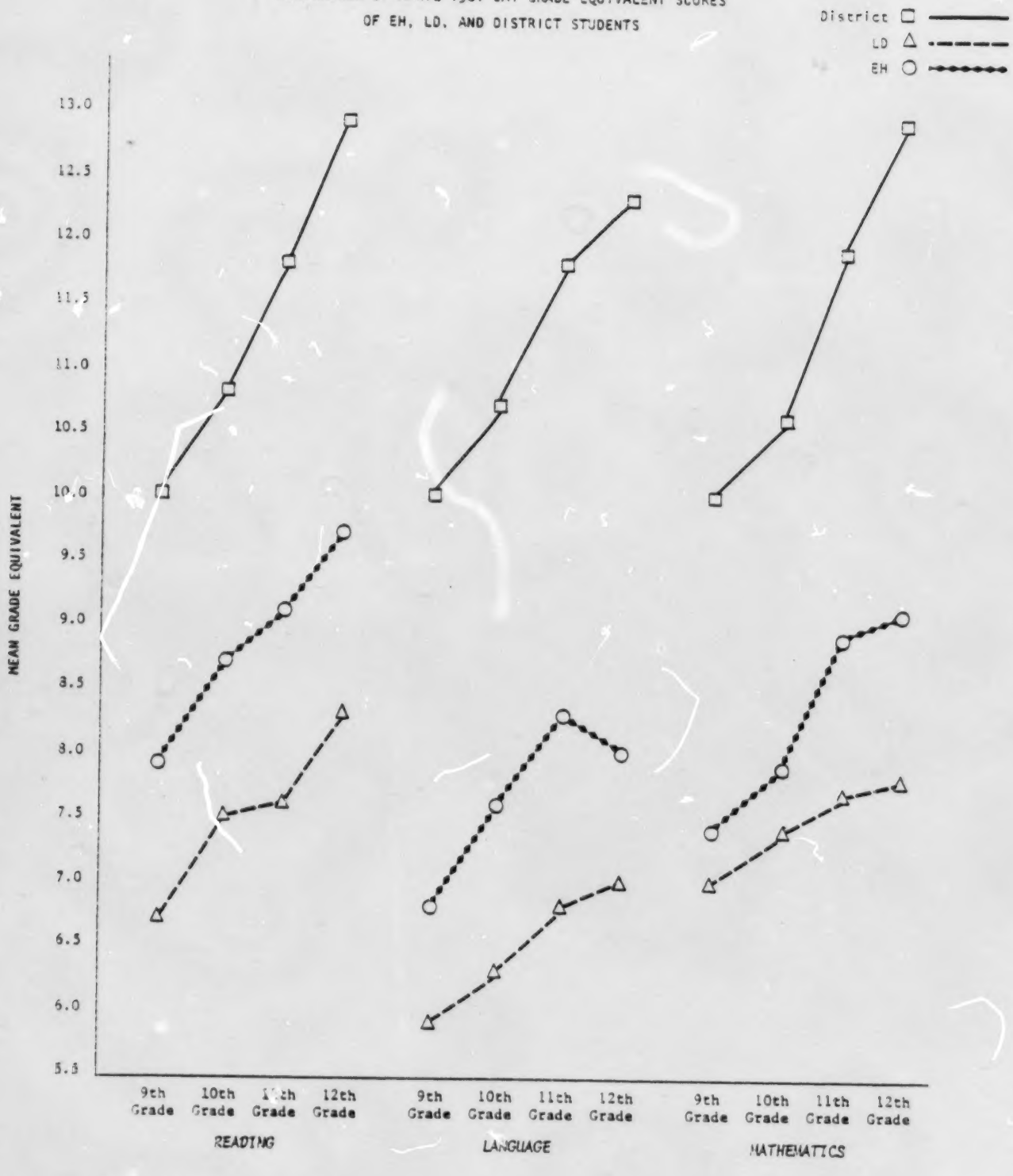
Table 7

	Reading		Language		Mathematics	
Grade	Number of EH Students	Mean Grade Equivalent	Number of EH Students	Mean Grade Equivalent	Number of EH Students	Mean Grade Equivalent
9	51	7.9	52	6.8	50	7.4
10	54	8.7	53	7.6	52	7.9
11	35	9.2	35	8.3	34	8.9
12	24	9.7	24	8.0	24	9.1

EH students perform better than LD students and make larger gains each year. Chart 1 graphically illustrates these comparisons.

CHART 1

COMPARISON OF APRIL 1981 CAT GRADE EQUIVALENT SCORES
OF EH, LD, AND DISTRICT STUDENTS



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One-fourth of the 1980/81 LD/EH students participated in California Achievement testing during both 1979/80 and 1980/81. Individual 1980/81 CAT scores for those 633 students (619 in math) were compared to their 1979/80 CAT scores to determine whether significant improvement had taken place in the intervening year.

The results of this comparison are shown by school in Table 8. As there were few EH students with both pretest and posttest scores, LD and EH students are not separated by category. The majority of scores reported were for LD Resource students.

Significant improvement was made in all three subject areas (reading, grammar, and math) at almost all schools. There were too few scores from BACE, North, and Union for the improvement to be statistically significant in all areas, but the average student score did improve between 1979/80 and 1980/81. The only subtest on which improvement was not shown was the grammar subtest at South Mountain High School. Students at South actually slipped one month in performance between 1979/80 and 1980/81. The overall improvement level was 1.1 grades in reading, nine months in grammar, and 1.2 grades in math.

When the posttest means (1980/81) for these students are compared to the overall LD means for 1980/81 (Table 6 versus Table 5) it can be seen that students who had scores for both 1979/80 and 1980/81 performed better in 1981 than students who did not take the test in 1979/80. This probably reflects the fact that students with better attendance records make more progress in school. It also implies that students who have been in the program for more than one year progress faster than students in their first year.

Table 8

LD/EH STUDENTS

Comparison of 1979/80 and 1980/81 CAT Scores

Students with Scores in Both Years

School	Reading			Grammar			Mathematics		
	Number of Students	Pretest Mean (1979/80)	Posttest Mean (1980/81)	Number of Students	Pretest Mean (1979/80)	Posttest Mean (1980/81)	Number of Students	Pretest Mean (1979/80)	Posttest Mean (1980/81)
Alhambra	54	7.1	8.3	53	5.8	7.6	52	7.0	8.1
BACE	7	6.6	7.7[A]	13	7.7	8.0[A]	3	5.5	7.5[A]
Browne	63	6.6	7.9	64	5.9	6.9	65	6.7	7.9
Camelback	135	7.8	8.5	134	6.5	7.3	133	7.9	8.4
Central	59	8.0	9.2	57	7.1	8.1	58	7.1	8.8
East	41	5.9	7.0	41	5.2	6.3	40	6.5	7.8
Hayden	38	5.0	6.8	36	4.4	5.1	36	4.9	6.6
Maryvale	127	7.0	7.8	128	6.1	7.1	129	6.6	7.7
North	18	5.7	7.2	18	5.1	5.7[A]	16	5.5	7.0
South	54	4.8	6.1	51	4.6	4.5[A]	49	5.3	6.6
Union	14	5.4	6.0[A]	15	4.8	5.4[A]	15	5.6	7.1
West	23	7.8	9.3	23	6.9	8.3	23	7.6	8.6
TOTAL	633	6.8	7.9	633	6.0	6.9	619	6.7	7.9

A = All improvements were statistically significant by a paired t-test except those marked with an A.

33:10:80/81:031

OPINION SURVEYS

Introduction

Several groups of individuals directly or indirectly involved with the LD/EH program were asked to complete surveys giving their opinions of the program. Their responses are detailed in the following sections by group.

Students

The number of students in the LD/EH program varied somewhat over the year, as students entered or left the program. Therefore, no attempt was made to survey every LD/EH student enrolled during the year. Instead, all LD/EH students in attendance during one week of spring semester were surveyed about their programs. According to school staff members, approximately 1600 LD/EH students were enrolled at the time. Of these, 922 (57.6%) completed surveys.

The majority of respondents (59.7%) were students in Resource Learning Disabled classrooms. Another 15.4% were self-contained LD students. Only 13.1% were in EH classes (primarily self-contained), and 11.8% did not know or did not answer this identifying question. Since three-quarters of the respondents indicated that they were LD students, the results of the survey should be interpreted as more representative of their opinions than those of the EH students. (See Table 9.)

Most respondents (86.7%) agreed that they understood why they had been placed in an Exceptional Student Program (ESP). Almost as many (77.1%) either strongly agreed or agreed that they liked being in the program, and only 35.4% preferred being in a regular classroom. (Some students who liked being in an ESP program still preferred the regular classroom.)

Communication between LD/EH students and ESP staff members during 1980-81 appears to have been good. Over three-quarters of the students (78.4%) stated that they were aware of the goals and objectives of their individual ESP programs. Almost as many (72.9%) felt that their ESP teachers understood them better than their regular teachers, and 84.7% agreed or strongly agreed that they understood what their teachers expected of them. (A slightly smaller percentage, 74.7%, also understood what their regular teachers expected of them.) The majority of students felt comfortable asking for extra help from their teachers, if necessary. In addition, respondents were almost twice as likely to feel that their ESP teachers helped them to cope with problems at school as they were to feel that their regular teachers helped them (66.2% versus 39.8%). However, 73.4% of the LD/EH students who answered saw their teachers' expectations of them as too low ("I feel I can do more than my teachers think I can.")

The ESP program was reported to have multiple benefits to the respondents. Almost 90% indicated that it was helping them do better in school and 64.4% felt it had helped them improve their basic skills. More than one-third of the respondents reported that they were getting along better at home and with other students, and that they felt better about going to school because they were in ESP programs. Other benefits included improvements in getting along with teachers and other adults (56.6% improved "very much" or "quite a bit"), learning job skills (54.4%), awareness of job and career opportunities (52.1%),

Table 9

LD/EH PROGRAM

STUDENT QUESTIONNAIRE

1980-81

(N = 922)

1. Which school do you attend?

Alhambra	Browne	Camelback	Central	Desiderata	East
55	64	190	58	40	56
6.0%	6.9%	20.6%	6.3%	4.3%	6.1%

Hayden	Maryvale	North	South	Union	West
32	140	26	78	48	50
3.5%	15.2%	2.8%	8.5%	5.2%	5.4%

BACE
85
9.2%

2. Which special program are you in?

Self-contained Learning Disabled (LD)	Resource Learning Disabled (LD)	Self-contained Emotionally Handicapped (EH)	Resource Emotionally Handicapped (EH)	No Answer
142	550	94	27	109
15.4%	59.7%	10.2%	2.9%	11.8%

3. I understand why I am in the Exceptional Student Program (ESP)

Yes	No	No Answer
799	111	12
86.7%	12.0%	1.3%

4. I know what goals and objectives have been set for me in the ESP program.

Yes	No	No Answer
723	187	12
78.4%	20.3%	1.3%

5. I like being in an ESP program.

Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply	No Answer
205	506	93	53	55	10
22.2%	54.9%	10.1%	5.7%	6.0%	1.1%

6. I would prefer being in a regular classroom.

101	225	340	153	83	20
11.0%	24.4%	36.9%	16.6%	9.0%	2.2%

7. The ESP program I am in is helping me do better in school.

305	490	46	29	32	20
33.1%	53.1%	5.0%	3.1%	3.5%	2.2%

	Strongly Agree	Agree	Dis-agree	Strongly Disagree	Does Not Apply	No Answer
8. The ESP program I am in is helping me get along better at home.	69 7.5%	317 34.4%	245 26.6%	91 9.9%	177 19.2%	23 2.5%
9. I feel better about coming to school because I am in an ESP program.	100 10.8%	349 37.9%	250 27.1%	100 10.8%	103 11.2%	20 2.2%
10. I feel that my ESP teachers understand me better than regular teachers would.	238 25.8%	433 47.1%	130 14.1%	51 5.5%	49 5.3%	21 2.3%
11. I understand what my ESP teacher expects of me.	173 18.8%	608 65.9%	73 7.9%	22 2.4%	28 3.0%	18 2.0%
12. I understand what my regular teachers expect of me.	122 13.2%	567 61.5%	119 12.9%	23 2.5%	72 7.8%	19 2.1%
13. I feel I can do more than my teachers think I can.	194 21.0%	483 52.4%	170 18.4%	18 2.0%	43 4.7%	14 1.5%
14. I feel comfortable asking for extra help from my teachers, if I need it.	201 21.8%	513 55.6%	143 15.5%	30 3.3%	22 2.4%	13 1.4%
15. When I have problems, it is easy for me to get counseling help at school.	126 13.7%	431 46.7%	194 21.0%	93 10.1%	64 6.9%	14 1.5%
16. Other students tease me about being in an ESP program.	40 4.3%	95 10.3%	377 40.9%	266 28.9%	130 14.1%	14 1.5%
17. It is important to me to finish high school.	604 65.5%	251 27.2%	28 3.0%	10 1.1%	16 1.7%	13 1.4%
18. My ESP teacher helps me to cope with problems at school.	162 17.6%	448 48.6%	161 17.5%	47 5.1%	90 9.8%	14 1.5%
19. My regular teachers help me to cope with problems at school.	63 6.9%	303 32.9%	304 33.0%	98 10.6%	138 15.0%	16 1.7%

(SELF-CONTAINED ONLY)	Go Back To Regular Classes Full-Time	Go To Work	Join The Military	Go To A Trade/ Vocation-al School	Stay At Home	No Answer
20. When I leave this program, I would like to:	124 13.4%	243 26.4%	52 5.6%	101 11.0%	20 2.2%	382 41.4%

(RESOURCE ONLY)	Strongly Agree	Agree	Dis-agree	Strongly Disagree	Does Not Apply	No Answer
21. My general education teachers (regular classrooms) treat me differently than other students.	61 6.6%	175 19.0%	278 30.2%	116 12.6%	130 14.1%	162 17.6%
22. I feel comfortable talking to my counselor about things.	92 10.0%	372 40.3%	225 24.4%	126 13.7%	73 7.9%	34 3.7%
23. I find it easy to make friends with students in the ESP program.	138 15.0%	532 57.7%	116 12.6%	41 4.4%	58 6.3%	37 4.0%
24. I find it easy to make friends with students in regular classes.	170 18.4%	516 56.0%	121 13.1%	26 2.8%	54 5.9%	35 3.8%
25. The program is helping me get along better with other students.	77 8.4%	365 39.6%	240 26.0%	59 6.4%	146 15.8%	35 3.8%

	Excellent	Good	Average	Poor	Very Poor	No Answer
26. My overall opinion of the ESP program I am enrolled in is:	229 24.9%	339 36.8%	240 26.0%	41 4.4%	36 3.9%	37 4.0%

27. How much do you think the ESP program has helped you improve in each area?	Very Much	Quite A Bit	A Little	Not At All	I Don't Know	No Answer
a. Basic skills in reading, math, writing	273 29.6%	321 34.8%	193 20.9%	36 3.9%	62 6.7%	37 4.0%
b. Attitude toward coming to school	208 22.6%	246 26.7%	265 28.7%	125 13.6%	41 4.4%	37 4.0%
c. Getting along with teachers and other adults	248 26.9%	274 29.7%	208 22.6%	107 11.6%	49 5.3%	36 3.9%
d. Understanding my strengths	252 27.3%	291 31.6%	223 24.2%	63 6.8%	52 5.6%	41 4.4%
e. Developing skills for coping with every day situations	174 18.9%	283 30.7%	269 29.2%	95 10.3%	62 6.7%	39 4.2%
f. Learning skills which are necessary to succeed on a job	241 26.1%	261 28.3%	230 24.9%	103 11.2%	48 5.2%	39 4.2%
g. Awareness of job and career opportunities	223 24.2%	257 27.9%	230 24.9%	118 12.8%	60 6.5%	34 3.7%

developing skills for coping with everyday situations (49.6%), and improved attitudes about coming to school (49.3%). More than half (61.7%) of the students rated the LD/EH program in general as "excellent" or "good," and another 26.0% rated it "average." The responses to these and other questions are given in Table 7.

To determine whether LD and EH students viewed their programs any differently, responses were also tabulated by program. It was determined that LD and EH students had given very similar responses to all but three questions. On those questions, EH students were more likely to "strongly agree" that they would prefer being in a regular classroom, while LD students were more likely to agree that they found it easy to make friends with students in regular classes and were more likely to give the ESP program an overall rating of "excellent" or "good."

Parents

Since the resource programs for Learning Disabled and Emotionally Handicapped students were so large, a random survey of 20% of the parents of LD/EH students was conducted to determine opinions about the program. A list of resource students was provided by Data Processing. Every fifth name was chosen from the list, and surveys were mailed to the parents of the 507 students selected. The same survey form was mailed to the parents of all 139 self-contained students in the regular high schools, as the self-contained group was so much smaller. Parents of students at Desiderata, the District's self-contained high school for Emotionally Handicapped students, were inadvertently omitted from the survey. A total of 646 surveys were mailed.

Only 118 parents (18.3%) responded to the survey. The majority (59.3%) described themselves as parents of Learning Disabled students, either resource or self-contained. Only 17 respondents (14.4%) stated that they were parents of Emotionally Handicapped students. More than one-fourth (26.2%) did not know what programs their children were enrolled in or did not answer the question. Parents of students at all regular high schools and the Bostrom Alternative Center for Education were represented in the responses.

Apparently, most parents who responded were satisfied with their children's placement. As Table 10 shows, the percentages of parents who thought their children should be in a particular program approximately equalled the percentages of children who were actually in those programs. A few parents, however (8.5%), felt their children should be placed in regular classes.

Table 10

Program Placement

Program	Actual Placement			Where Parents Think Their Student should be placed
LD Resource	49	59	(50.0%)	45 (38.1%)
EH Resource	10			
Regular Classes	0			10 (8.5%)
LD Self-Contained	21	28	(23.7%)	27 (22.9%)
EH Self-Contained	7			
Don't Know	28		(23.7%)	26 (22.0%)
No Answer	3		(2.5%)	10 (8.5%)

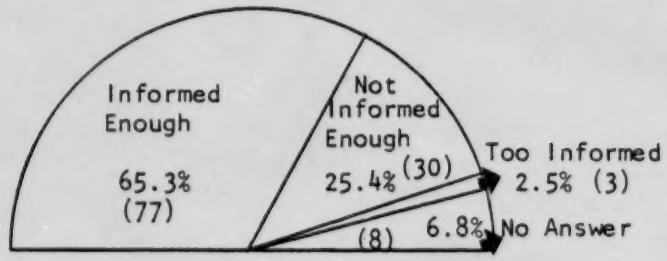
When asked about the ESP staff, most parents indicated that staff members kept them informed and involved and were usually easy to talk to. Less than half of the respondents received home visits from staff members but of those who did, approximately half liked them and half did not. Staff received the weakest endorsement from parents for providing assistance in contacting community agencies (see Table 11).

Parents generally felt that the LD/EH program had been effective and had helped their children improve in many areas. The Likert Scale in Table 12 illustrates these attitudes, with a high score indicating the most positive response. Overall, more than one-third (35.6%) of the respondents felt the program had been "very effective," and another 28.0% saw it as "effective". Almost one-fourth (23.7%), however, saw it as only "somewhat effective" or "not effective," indicating some reservations about program results. Complete parent responses are given in Table 13.

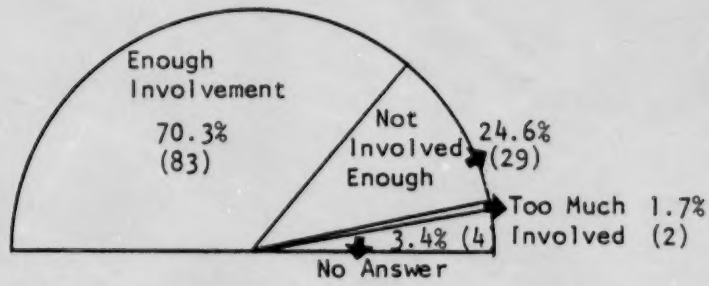
Table 11

Selected Parent Responses

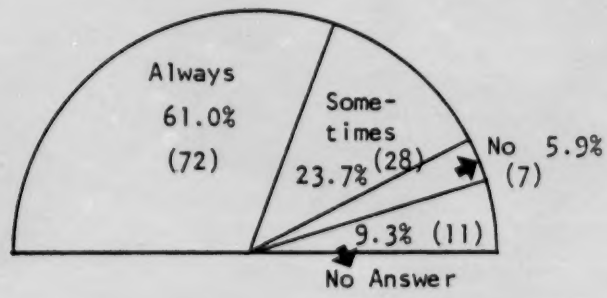
Do you feel the school staff keeps you informed as to your son's/daughter's progress in the ESP program?



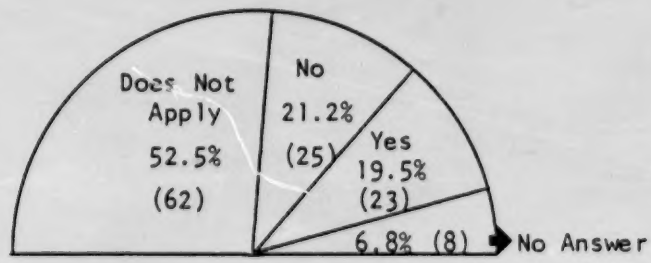
Do you feel the school involves you enough in the education of your son/daughter?



Do you find it easy to talk to staff members about your son's/ daughter's progress?



Do you like having ESP staff members make home visits?



Do you feel the Exceptional Student Program staff has helped you make contact with community agencies when assistance was needed?

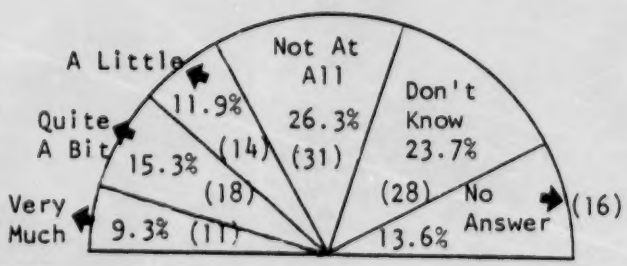


Table 12

How much do you think the ESP Program has helped your son/daughter improve in the following areas:

	LOW (1.0) — HIGH (4.0)
Study skills	3.59
Basic skills (reading, writing, math)	3.77
Attitude toward going to school	3.86
Getting along with other teenagers	3.56
Getting along with adults, teachers	3.56
Getting along at home	3.56
Awareness of strengths, self worth	3.54
Everyday coping skills	3.17
Learning work habits	3.47
Awareness of career opportunities	3.15

LD and EH parents expressed slightly different views in several areas, although their ratings of program effectiveness were similar. (Note, however, that only 17 EH parents answered the survey, so the results must be interpreted with caution.) LD parents were more positive than EH parents that the program had helped their children improve in study skills. On the other hand, EH parents were more positive that their children had improved in work habits and basic skills, in getting along with other teenagers and at home, in developing coping skills, in awareness of self-worth and in awareness of career opportunities. EH parents were also more likely to appreciate home visits from ESP staff, to prefer self-contained placement to resource, and to feel involved and informed about their children's education.

Table 13

LD/EH PROGRAM

PARENT SURVEY

1980-81

(N = 118)

1. What school does your son/daughter attend?	Alhambra	Bostrom	Browne	Camelback	Central	East
	11 9.3%	3 2.5%	16 13.6%	24 20.3%	4 3.4%	4 3.4%
	Hayden	Maryvale	North	South	Union	West
	11 9.3%	19 16.1%	7 5.9%	6 5.1%	8 6.8%	5 4.2%
2. What type of services does your son/daughter receive?	LD Resource	LD Self-contained	EH Resource	EH Self-contained	Don't Know	No Answer
	49 41.5%	21 17.8%	10 8.5%	7 5.9%	28 23.7%	3 2.5%
3. How much do you think the Excepcional Student Program (ESP) has helped your son/daughter improve in:	Very Much	Quite A Bit	A Little	Not At All	I Don't Know	No Answer
a. Study Skills?	34 28.8%	36 30.5%	32 27.1%	6 5.1%	2 1.7%	8 6.8%
b. Basic skills in reading, writing, and mathematics?	27 22.9%	51 43.2%	32 27.1%	4 3.4%	2 1.7%	2 1.7%
c. Attitude toward going to school?	45 38.1%	34 28.8%	23 19.5%	12 10.2%	2 1.7%	2 1.7%
d. Getting along better with other teenagers?	32 27.1%	41 34.7%	22 18.6%	10 8.5%	10 8.5%	3 2.5%
e. Getting along better with teachers and other adults?	31 26.3%	39 33.1%	30 25.4%	6 5.1%	7 5.9%	5 4.2%
f. Getting along better at home?	26 22.0%	45 38.1%	26 22.0%	13 11.0%	4 3.4%	4 3.4%
g. Awareness of his/her strengths and self-worth?	31 26.3%	42 35.6%	21 17.8%	15 12.7%	5 4.2%	4 3.4%
h. Developing skills for coping with every day situations?	19 16.1%	38 32.2%	33 28.0%	12 10.2%	5 4.2%	11 9.3%
i. Learning work habits necessary for success on a job?	29 24.6%	37 31.4%	27 22.9%	14 11.9%	7 5.9%	4 3.4%

3. How much do you think the Exceptional Student Program (ESP) has helped your son/daughter improve in:	Very Much	Quite A Bit	A Little	Not At All	I Don't Know	No Answer
j. Awareness of career opportunities?	23 19.5%	29 24.6%	30 25.4%	19 16.1%	13 11.0%	4 3.4%

4. Did you read the Parent's Rights and Responsibilities Booklet given to you before discussing your son's/ daughter's placement in the ESP program?	Yes	No	Don't Remember	No Answer
	75 63.6%	10 8.5%	22 18.6%	11 9.3%

5. Do you like having ESP staff members make home visits?	Yes	No	Does Not Apply	No Answer
	23 19.5%	25 21.2%	62 52.5%	8 6.8%

6. Do you feel the school staff keeps you informed as to your son's/daughter's progress in the ESP program?	Too Informed	Informed Often Enough	Not Informed Enough	No Answer
	3 2.5%	77 65.3%	30 25.4%	8 6.8%

7. Do you feel the school involves you enough in the education of your son/daughter?	Too Much Involved	Enough Involve-ment	Not Involved Enough	No Answer
	2 1.7%	83 70.3%	29 24.6%	4 3.4%

8. Do you find it easy to talk to staff members about your son's/ daughter's progress?	Always	Sometimes	No	No Answer
	72 61.0%	28 23.7%	7 5.9%	11 9.3%

9. Overall, how effective do you feel the ESP program has been this year?	Very Effec-tive	Effec-tive	Somewhat Effective	Not Effec-tive	I Don't Know	No Answer
	42 35.6%	33 28.0%	20 16.9%	8 6.8%	6 5.1%	9 7.6%

10. Which placement do you think is best for your son/daughter?	Place in Regular Classes	LD or EH Resource	LD or EH Self-Con-tained	I Don't Know	No Answer
	10 8.5%	45 38.1%	27 22.9%	26 22.0%	10 8.5%

11. Do you feel the Exceptional Student Program staff has helped you make contact with community agencies when assistance was needed?	Very Much	Quite A Bit	A Little	Not At All	I Don't Know	No Answer
	11 9.3%	18 15.3%	14 11.9%	31 26.3%	28 23.7%	16 13.6%

LD/EH Staff Members

LD/EH staff members at all regular high schools were surveyed for their opinions about the programs in which they were involved. (Staff at Desiderata were inadvertently omitted.) Returns were fairly good: 78.2% of the staff (111 individuals) responded. The majority (57.7%) were LD resource teachers. Only 11 (9.9%) taught EH students, either in resource or self-contained classrooms.

Over three-fourths of the respondents reported that they felt the LD or EH programs were helping their students to improve in work habits, study skills and social skills and to have a successful high school experience. More than half thought that students were also getting along better at home and doing better in their regular classes as a result of the LD or EH program.

At the individual school level, the overwhelming majority of those who answered felt they received adequate support from other ESP staff members and from the ESP department chair. Only 45.9% agreed that they had adequate support from the District ESP supervisor/director, while 27% answered "does not apply" and 9% did not answer. This may indicate feelings of lack of support from the District office or it may simply indicate that many staff members did not feel that direct contact with district-level administrators on a regular basis was necessary. (See Table 14 for staff responses.)

Additionally, while the majority of teachers responding reported receiving adequate support from general education teachers, school social workers, and ESP counselors, a substantial minority disagreed that the general education teachers and ESP counselors assisted them as often as necessary. However, the real lack of support was not perceived as being in these areas. Almost half (45.9%) of those who answered disagreed or disagreed strongly with the statement, "There is adequate parental support for my program", in spite of the fact that 74.8% stated "Communication with my students' parents is generally good." This may indicate a problem in getting parents to follow through on behavioral and study programs originating in the schools.

Opinions about the program itself were divided. The majority of respondents agreed that the facilities, equipment, and materials provided were adequate and that the curriculum adequately addressed student needs. A substantial minority, however (18-30%) answered these questions negatively. Less than half of the teachers felt they had sufficient funds for behavioral reinforcements, field trips, etc. They did, though, have sufficient input into curriculum and behavioral management planning.

Finally, teachers were in general agreement that they received good cooperation from students in the program and that they felt physically safe within the classroom, in spite of the fact that only 38.7% had crisis intervention plans.

Overall, LD/EH staff members tended to view their programs as "good" or "excellent", although a few (9.9%) viewed them as "poor" or "very poor." Since they seemed satisfied with their students and the amount of student improvement, it may be that negative answers to this question reflect the perceived lack of funding and lack of support from parents, general education teachers, and ESP counselors rather than doubts about program effectiveness.

Table 14

LD/EH PROGRAM

STAFF SURVEY

1980-81
(N = 111)

1. Where do you teach?

Alhambra	Browne	Camelback	Central	Desiderata	East
11	13	24	11	0	5
9.9%	11.7%	21.6%	9.9%	0	4.5%

Hayden	Maryvale	North	South	Union	West
8	19	4	9	7	0
7.2%	17.1%	3.6%	8.1%	6.3%	0

BACE
0
0

2. Indicate your teaching assignment: (mark only one, your major assignment)

LD Resource	EH Resource	LD Self-contained	EH Self-contained	Half Resource Half Self-contained	No Answer
64	2	13	9	7	16
57.7%	1.8%	11.7%	8.1%	6.3%	14.4%

	Strongly Agree	Agree	Dis-agree	Strongly Disagree	Does Not Apply	No Answer
3. The program in which I teach is helping students improve their work habits.	27 24.3%	67 60.4%	7 6.3%	4 3.6%	2 1.8%	4 3.6%
4. The program is helping students improve their study skills.	15 13.5%	78 70.3%	12 10.8%	2 1.8%	1 .9%	3 2.7%
5. The program is helping students to succeed in their regular classes.	19 17.1%	54 48.6%	23 20.7%	2 1.8%	12 10.8%	1 .9%
6. The program is helping students to get along better at home.	3 2.7%	56 50.5%	12 10.8%	0 0	34 30.6%	6 5.4%
7. The program is helping students improve their social skills.	8 7.2%	76 68.5%	9 8.1%	2 1.8%	12 10.8%	4 3.6%
8. I feel I receive adequate support from the ESP department chair.	29 26.1%	65 58.6%	8 7.2%	5 4.5%	2 1.8%	2 1.8%
9. I feel I receive adequate support from the District ESP supervisor/ director.	6 5.4%	45 40.5%	10 9.0%	10 9.0%	30 27.0%	10 9.0%
10. In general, I feel I receive adequate support from other ESP staff members.	33 29.7%	58 52.3%	8 7.2%	2 1.8%	4 3.6%	6 5.4%

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	Strongly Agree	Agree	Dis-agree	Strongly Disagree	Does Not Apply	No Answer
11. I feel physically safe within my classroom.	57 51.4%	48 43.2%	1 .9%	1 .9%	2 1.8%	2 1.8%
12. I am allowed sufficient input into curriculum planning.	25 22.5%	65 58.6%	10 9.0%	6 5.4%	1 .9%	4 3.6%
13. I am allowed sufficient input into behavioral management planning.	27 24.3%	53 47.7%	14 12.6%	4 3.6%	9 8.1%	4 3.6%

	Yes	Have Thought About It	No	Does Not Apply	No Answer
14. I have a crisis intervention plan in my classroom.	26 23.4%	17 15.3%	49 44.1%	15 13.5%	4 3.6%

	Strongly Agree	Agree	Dis-agree	Strongly Disagree	Does Not Apply	No Answer
15. This program is helping LD/EH students to have a successful high school experience.	29 26.1%	68 61.3%	9 8.1%	1 .9%	1 .9%	3 2.7%
16. General education teachers are supportive of this program.	4 3.6%	64 57.7%	33 29.7%	4 3.6%	2 1.8%	4 3.6%
17. The curriculum in this program adequately addresses the students' needs.	11 9.9%	71 64.0%	20 18.0%	4 3.6%	0 0	5 4.5%
18. The facilities for my program are adequate.	9 8.1%	70 63.1%	21 18.9%	10 9.0%	1 .9%	0 0
19. The equipment for my program is adequate.	10 9.0%	76 68.5%	19 17.1%	2 1.8%	1 .9%	3 2.7%
20. The materials for my program are adequate.	8 7.2%	63 56.8%	29 26.1%	4 3.6%	1 .9%	6 5.4%
21. I have sufficient funds to develop my program (field trips, behavioral modification reinforcements, etc.).	2 1.8%	46 41.4%	29 26.1%	14 12.6%	15 13.5%	5 4.5%
22. The school social worker assists me in working with students when necessary.	25 22.5%	44 39.6%	13 11.7%	3 2.7%	22 19.8%	4 3.6%
23. The ESP counselor assists me in working with students when necessary.	14 12.6%	53 47.7%	14 12.6%	20 18.0%	6 5.4%	4 3.6%
24. I understand the purpose of the placement, review and IEP paperwork.	23 20.7%	62 55.9%	11 9.9%	3 2.7%	7 6.3%	5 4.5%

	Strongly Agree	Agree	Dis-agree	Strongly Disagree	Does Not Apply	No Answer
25. There is adequate parental support for my program.	5 4.5%	47 42.3%	43 38.7%	8 7.2%	3 2.7%	5 4.5%
26. Communication with my students' parents is generally good.	10 9.0%	73 65.8%	19 17.1%	2 1.8%	4 3.6%	3 2.7%
27. I receive good cooperation from students in my program.	11 9.9%	82 73.9%	11 9.9%	2 1.8%	0 0	5 4.5%

	Excellent	Good	Average	Poor	Very Poor	No Answer
28. Overall, I feel the program I work in is:	28 25.2%	51 45.9%	19 17.1%	8 7.2%	3 2.7%	2 1.8%

Regular Classroom Teachers

A random survey of general education teachers in the District was made to determine both their level of awareness of District LD/EH programs and their opinions of the programs as implemented in their schools. The response rate was very good: 200 (82%) of the 244 surveys sent out were completed and returned.

As can be seen from Table 15, teachers responded from all regular high schools within the District, although East, Union, and South were slightly under-represented. The largest percentage of respondents (35%) taught English, reading, or math. Another 23% were science, social studies, or foreign language teachers.

When asked how much they knew about the LD programs in their own schools, the teachers were most likely to reply "some" (39.5%) or "quite a bit" (30.5%). Few teachers (5.0%) reported that they knew "very much" about the program. In fact, higher percentages stated that they knew "a little" (14.5%) or "nothing" (6.0%) about it.

Respondents rated themselves as even less knowledgeable about their schools' EH programs. While 39.5% reported "some" knowledge of the programs, 21.5% knew only "a little" and 10.5% knew "nothing". Thus, the majority of teachers felt they had a moderate understanding of the LD/EH programs in the District, but a substantial minority felt underinformed on the subject.

Sixty-nine percent (69%) of those who answered actually had LD or EH students in their own classes. Opinions about those students were divided. Almost half of the teachers (42.9%) stated that LD/EH students were able to keep up with their assignments most of the time. However, another 32.9% indicated that LD/EH students could only keep up half of the time, and 20.7% declared that LD/EH students rarely kept up with their assignments.

A similar dichotomy was apparent in opinions regarding the LD/EH staff. While 69.9% of the respondents reported that they had either a good or an average working relationship with the ESP staff, 13% saw the relationship as poor, and 17.1% stated that they had no relationship with ESP staff members. In addition, when asked if ESP staff members provide LD/EH students with the necessary services in regular classrooms, 22.9% reported "never see them", and 17.4% replied "rarely", although 30.6% answered "usually".

These differences among respondents may be related more to their feelings about mainstreaming LD/EH students than to the quality of the programs or staff. Twenty percent of the teachers answering the survey flatly stated that they did not like mainstreaming LD students into regular classrooms, and 21.5% did not approve of mainstreaming EH students. It is possible that, faced with students they felt unprepared to teach and who sometimes took a disproportionate amount of time away from other students, some respondents had developed negative feelings about LD/EH programs in general.

Overall impressions about both the LD and the EH programs within the District were average. The majority of teachers responding saw the programs as "worthwhile" or "so-so" in quality. Smaller but equal proportions (11-12%) found them "very worthwhile" and "of little merit". A few individuals (4-5%) stated that the LD and EH programs at their schools were "a complete waste of money".

Table 15

LD/EH PROGRAM

REGULAR CLASSROOM TEACHER SURVEY

1980–81

(N = 200)

		Alhambra	Browne	Camelback	Central	East	Hayden	Maryval
1.	In which school do you teach?	24 12.0%	21 10.5%	26 13.0%	18 9.0%	9 4.5%	17 8.5%	23 11.5%

North	South	Union	West	Bostrom	No Answer
8 4.0%	20 10.0%	17 8.5%	15 7.5%	0 0	2 1.0%

		English, Reading, or Math	Science, Social Studies, or For. Language	Art, Music or Perf. Arts	Business, Home Ec., or Ind. Arts	Other	No Answer
2.	What is your major teaching assignment? (mark only one)	70 35.0%	46 23.0%	17 8.5%	32 16.0%	30 15.0%	5 2.5%

		Very Much	Quite A Bit	Some	A Little	Nothing	No Answer
3.	How much do you know about the Learning Disabled (LD) program in your school?	10 5.0%	61 30.5%	79 39.5%	29 14.5%	12 6.0%	9 4.5%

		Very Much	Quite A Bit	Some	A Little	Nothing	No Answer
4.	How much do you know about the Emotionally Handicapped (EH) program in your school?	9 4.5%	41 20.5%	79 39.5%	43 21.5%	21 10.5%	7 3.5%

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		Yes	No	Don't Know	No Answer
5.	Do you have any students in your classes who have been classified as LD or EH? (If your answer is no or I don't know, skip to question 9)	138 69.0%	37 18.5%	13 6.5%	12 6.0%

		All The Time	Most Of The Time	Half The Time	Rarely	Not At All	No Answer
6.	Are the LD/EH students who stay in your classroom most of the time able to keep up with their assignments?	2 1.4%	60 42.9%	46 32.9%	29 20.7%	3 2.1%	60

		All The Time	Usually	Some-times	Rarely	Never See Them	No Answer
7.	Does the Exceptional Student Program (ESP) staff provide these LD/EH students with the necessary services in your classroom?	11 7.6%	44 30.6%	31 21.5%	25 17.4%	33 22.9%	56

		Good	Average	Poor	None	No Answer
8.	In general, the working relationship between you and the ESP staff can be described as.....	47 32.2%	55 37.7%	19 13.0%	25 17.1%	54

		Good Idea	No Opinion	Don't Like It	Depends Upon The Severity Of The Problem	No Answer
9.	What is your overall reaction to mainstreaming students with learning disabilities into regular classrooms?	14 7.0%	5 2.5%	40 20.0%	132 66.0%	9 4.5%

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	Good Idea	No Opinion	Don't Like It	Depends Upon The Severity Of The Problem	No Answer
10. What is your overall reaction to mainstreaming students with emotional handicaps into regular classrooms?	6 3.0%	6 3.0%	43 21.5%	133 66.5%	12 6.0%

	Very Worth-while	Worth-while	So-So	Has Little Merit	A Complete Waste of Money	No Answer
11. What is your overall impression of the LD program at your school?	24 12.0%	72 36.0%	54 27.0%	22 11.0%	10 5.0%	18 9.0%

	Very Worth-while	Worth-while	So-So	Has Little Merit	A Complete Waste of Money	No Answer
12. What is your overall impression of the EH program at your school?	22 11.0%	75 37.5%	49 24.5%	22 11.0%	9 4.5%	23 11.5%

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COMPARISON OF SURVEY RESULTS

When a comparison is drawn between the responses of each group surveyed, some interesting differences of opinion emerge (Table 16).

Table 16

Question Relating to:	Percent of Positive Response		
	LD/EH Students	Parents	ESP Staff
Improving Work Habits	(not asked)	58%	88%
Improving Study Skills	86%	64%	86%
Getting Along Better at Home	42%	62%	56%
Improving Social Skills	48%	63%	78%
Overall Evaluation of the Program as Excellent or Good	62%	64%	78%

The ESP staff had the most positive responses to the questions indicated above. In relation to improving work habits there was a wide difference in opinion between parents and staff. This difference might be due to what each thought constituted "work habits." Another wide variance of opinion occurred in relation to "getting along better at home," with the parents and staff having a much more positive response than the students. Again, perspective of what constituted "better" enters in here. A wider variance among the groups was found in response to "improving social skills." It is interesting to note that parents and students expressed essentially the same overall evaluation of the ESP program.

Conclusions

1. Programs for LD and EH students varied considerably from school to school. The programs were developed by the ESP staff at each school to meet the needs of the students served by that school.

2. 1874 LD students were enrolled in the Phoenix Union High school District: 67% Anglo, 20% Hispanic, 10% Black, and 3% Native American. Less than 1% of the LD students were Oriental.

3. 614 EH students enrolled during 1980-81: 72% Anglo, 12% Hispanic, 11% Black, and 5% Native American.

4. In the LD programs, most of the students were freshmen and sophomores with a continued decline in numbers noted at the junior and senior level.

5. Forty-four percent of the EH students and 31.6% of the LD students withdrew from the ESP programs during the school year for a number of reasons. Approximately 50% of those withdrawals were dropouts.

6. Statistically significant improvement was noted between the pretest and posttest administration of coping skills instrument in the following areas:

Students pushing me around	Embarrassment
Administrator's orders	Failure in school
Parents' orders	Failure in general
Discipline	After school activities
Boredom	Illness
Criticism	Security guards
Unkind remarks	Shopping
Personal problems	Public transportation

7. The California Achievement Test mean grade equivalent by grade by subject for LD and EH students were as follows:

Grades

	9		10		11		12		Overall	
	LD	EH	LD	EH	LD	EH	LD	EH	LD	EH
Reading	6.7	7.9	7.5	8.7	7.6	9.2	8.3	9.7	7.4	8.6
Language	5.9	6.8	6.3	7.6	6.8	8.3	7.0	8.0	6.4	7.5
Mathematics	7.0	7.4	7.4	7.9	7.7	8.9	7.8	9.1	7.5	8.1

The EH students had higher scores overall than the LD students, particularly in the junior and senior years.

8. One-fourth (633) of the LD/EH students took the California Achievement Test in both 1980 and 1981. Students at all schools showed significant gains in reading, grammar and math, with the exception of the grammar subtest at South Mountain High School. Average improvements were 1.1 grades in reading, 9 months in grammar, and 1.2 grades in math.

9. The response to the surveys of students, parents, and staff for the most part was positive. Areas where major differences were noted are as follows:

	Parents	Students	Staff
Improvement of Study Skills	64%	86%	86%
Getting Along Better at Home	62%	42%	56%
Improving Social Skills	63%	48%	78%
Overall Evaluation of the Program as Good/Excellent	64%	62%	72%

10. Approximately one-third of the regular teachers knew very little or nothing about the ESP programs in their schools. Less than half (48%) rate the programs as worthwhile.

Recommendations

1. Replicate this study during 1981-82, omitting the coping skills portion.

2. Obtain more complete program descriptions from each school.

3. Use this report as a baseline in writing the report on 1982-83.

4. Work toward improving the awareness level of regular teachers regarding the ESP programs offered.

APPENDIX

"Comments"

LD/EH PARENT SURVEY

COMMENTS

12. What strengths do you think the program has?

- Personal contact between student and teachers, and ability to confide.
- Communication.
- I can't answer this because I'm not that involved with the program. It's done my son some good. The teachers are great and understanding.
- I think it is very strong.
- To me, I don't really know the strengths of the program.
- The students find they can excel in certain areas and this is a must for self-esteem.
- Learning habits.
- I think good strengths on our kids learning more and understanding on thing to know.
- Communication with students.
- It has a teacher who really cares about his kids! Not only personal lives but academic as well. The allowance to progress at their own level and achieve what they might not in a regular class setting. Distractability factor is almost nonexistent. Availabilty for extra help is extremely good. Were it not for the program, my son would have been lost to school a year ago.
- I feel this program has helped my son to learn basic skills and more. Without this program he would not learned anything in school.
- My son has improved in his studies, and his behavior due to this program. I am pleased with ESP.
- In most cases it gives the student self-confidence because of help and special attention.
- Individual help given to the students.
- In a huge public school system as we have, it is the next best solution other than a private school that I can think of. Individual attention is a must for some students.
- It's a good program and really helped them study, and give them strength to keep going to school. It strengths are very strong to me, keep up the good work.
- (1) EBEC program, (2) group counseling, (3) vocational program, (4) individualized schedule, caring and GENUINE CONCERN!!! for each student by staff.
- One on one teacher/student relationship.
- LD teacher communicates well with students.
- My son is more confident, self satisfied with his abilities to do well, encouraged, and individual attention given when needed.
- None as long as there is a lack of communication between student and services and this program and regular counselors and teachers.

12. What strengths do you think the program has?

- It has help him get a start in his education. As before he was not in school at all. The teachers are very concerned for the students.
- It helps my son compete with students of his own grade level. It helps him accept his LD more readily.
- It has the strengths to help these kids to believe in themself; and to want to better thereselves.
- Helping students go to their classes everyday.
- It is a marvelous program! Has helped my son to enjoy reading. Without it, I doubt if he would have finished high school.
- If this program has done as much socially and scholastically for other children as it has for my son; it should never be dropped from the school curriculum.
- The individual attention and approach to the student. The excellent teacher. Enthusiasm from staff and teachers to work in whatever way necessary to aid students. Program has helped my son adjust greatly.
- My son would not have been in school at all if it had not been for the help of the resource lab staff.
- Fact the child can work on their own speed.
- Kept students in school.
- Speech Pathology
- It strengthens the conception in other classes that normally would be a difficult class.
- The ability to help slow learning children.
- There is a great communication with students, parents and teachers. The students feel that he or she is capable of preforming things they didn't think they could before.
- It is too lax.
- The LD program is how schools should be in all classrooms in every grade with more emphasis on reading.
- Makes the child feel like they aren't so dumb after all.
- Without it, the child would be totally at a loss in the school system.
- If it hadn't been for LDH my son would not be where he is today. Still needs somes improvements in math.
- Awareness of the student's needs.
- The most important thing is that the teachers work with the child on a one to one basis.
- Give LD child initative.
- My son has good attitude toward high school, his subjects, himself.
- The student succeeds.
- Tutoring students on a one to one basis or small group tutoring.
- Communication with parents is very good.
- Small amount students at one time. Instead of a large class.

LD/EH PARENT SURVEY COMMENTS - CONTINUED

12. What strengths do you think the program has?

- Exceptional teaching staff.
- It is good for the students to get along in life.
- Good teachers.
- The program has made some very excellent progress these last two years and should be commended.
- Excellent teachers, small class.
- None

LD/EH PARENT SURVEY

COMMENTS

13. Where do you think the program needs to improve?

- I don't know. (5)
- More communication with the parents on the students daily or weekly progress. This should be done before the student fails.
- I haven't been involved - either because not necessary or maybe I haven't made myself involved.
- With LD spelling.
- Inform the children on how bad drugs are! My child got the impression that smoking pot wasn't any worse for you than smoking a regular cigarette! Please inform children that drugs are wrong, illegal, and cause brain damage!
- Needs to stress to students if they are low in one subject or whatever to take further classes even though they may have enough credits for after graduation.
- More individualized attention to special students' needs.
- To get the student in the program before they fail two years of classes.
- There seems to be a great lack of respect and discipline in the classrooms. More reading awareness is needed - reading skills.
- The students need more discipline in study habits and homework, etc.
- Nothing, it is a good program the way it is.
- More contact with parent/teacher helping students pass required courses.
- Maybe a parent student project. So parents can really be involved.
- Needs to continue even if funding and consolidation problems are met.
- From what I've seen they're doing a fine job as is.
- Give student more self esteem, self worth, more one to one.
- All over.
- More one to one.
- We need more teachers to be able to carry out this program to the fullest.
- My son capitalizes on the fact he is in LD and therefore has the attitude he doesn't have to try and because he is in LD he can't do any better. He shows no motivation.
- Teacher needs to call parents as soon as a problem arises with student - parent/teacher communication.
- Nothing.
- No where, as long as you have the teachers that care, like the one we met, for they are the ones that have made this program great.
- More telephone contact. I work, so I need to be kept informed of his progress. Especially in math.
- One of the problems I had was getting my son in the program.

LD/EH PARENT SURVEY COMMENTS - CONTINUED

13. Where do you think the program needs to improve?

- There needs to be a true communication between homeroom teachers and program counselors so they will know when student needs help and at what level.
- Less paper work.
- Keeping parent better informed.
- Communication with parents. Closer monitoring.
- Overall image of program.
- Making a student aware of his weaknesses - work toward a more realistic goal.
- Better communication between ESP and general ed teachers, more group counseling for more students.
- No comment.
- I didn't get a chance to attend any meeting but I get a lot of letters.
- Perhaps a little more individual help.
- In some instances too much help is given and the student becomes too dependent upon help.
- For some teachers to be more aware of the childs needs.
- Need to be more in touch with staff members on son's progress, with parents.
- I am not sure of what improvement is needed, it is already a good program.
- Help but don't coddle. Make the student read. Don't read to him. Encourage more to build up a more positive self image. Interface with SC students as a group. Don't isolate them so much individually. They must, someday learn to work in a world full of people. Rap with them as a group. Allow them to interact with each other. On occasion, wouldn't it be a good thing to allow a student to attend a regular class especially if there is something special going on in it? It might help bridge a transition from SC to regular or resource classes. Could not a student who appears able be placed in resource or regular classes on a trial basis before his space is filled in SC.
- None, keep up the good work.
- I think the program is fine like it is right now.
- I think there should be more information and training in the career opportunities. Most of these students will not attend college so they need the help in high school.
- It needs improvement on the teachers.
- I think it has everything it needs.
- None so far.
- Teachers and parents can't give up on the kids no matter what maybe too sheltered.
- More work program.
- More counseling, progress reports too vague, more AV aids and movies, make home visits, work on item 3-h.

13. Where do you think the program needs to improve?

- No improvement, I am sure my son would have dropped out of school if he had been assigned to a regular class.
- The program is doing a great job and I am behind you in your efforts.

LD/EH PARENT SURVEY
GENERAL COMMENTS

- I give the Bostrom teachers and staff full credit for "saving a student" who otherwise would have dropped out of school his sophomore year. He just received his GED (his choice) and will attend aeronautics school in Oklahoma this fall. The AVC aircraft maintenance instructor is also due much credit.
- I was aware of community agencies before my son enrolled in high school.
- As you can see, I am unable to complete this form. My son was transfered late in the school year and therefore his IEP is forthcoming.

  I was advised only of my sons weaknesses from ____ High School (the school my son attended early in the school year) with the exception of: "He's a sweet boy and I like him' and, "He seems to try hard in speech therapy." (This has been said to me when my children were babies) then, "We can aid him no longer."

  I can say that my son's reactions to Desiderata School have been; good self-image, a feeling of worth, (as a human), enjoys learning and has a sense of pride in that he belongs to his school. These feelings were not felt about ____ High School, even with their "alleged" aid, that was given to my son.

  My sons reactions are always the surest gauge to understand with or without a report. (Same holds true from all young people, I feel.) Also, I must feel my son is doing better at Desiderata as, ____ High School never informed me of a thing other than my son's weaknesses (except for two statements already mentioned) and Desiderata have sent positive messages from time to time.

  I hope this letter will aid you in your survey.

LD/EH RANDOM CLASSROOM TEACHER SURVEY

COMMENTS

- Considering the numbers of students assigned to self-contained classrooms - I feel somewhat put upon when I find six EH students in one basic art class. Although half of these students are high achievers in art and earning superior grades - the others are really losers. Perhaps more thorough screening might be a useful tool. Some students with emotional problems can be extremely difficult in Beginning Art Classes because they demand so much individual attention, and deny other worthy students the benefits of my time and instruction.

- Don't know enough about the programs to fairly answer #'s 11 and 12.

- The ESP teachers do an excellent job in working with the students, however they cannot teach my classes, nor I, theirs.

  Mainstreaming works for a few students whose teachers will overlook the minimum skills or push them through such drudgery until they succeed or withdraw from school. Many prefer to withdraw.

LD/EH STAFF SURVEY (ESP TEACHERS)

GENERAL COMMENTS

- I teach only one CRT class while another teacher teaches another one. I do not feel we have adequate materials or support on discipline problems. Inflated grade points put several of these students on the honor roll, which is grossly unfair to students in regular classes. This gives a slanted result in their actual progress reports. I feel many of them could succeed in regular classrooms.

- I feel my time can be spent much better than to fill out these.

- Our special education program is in desperate need of adequate teaching space. We presently have one classroom for five teachers to share. This room is visually and auditorally distracting. We need five separate teaching areas with carpeting to lower noise level and reduce visual distractions.

  Students cannot receive the quality of education to which they are entitled in our present situation. And teachers cannot instruct to the best of their ability in a room meant for one instructor.

LD/EH STAFF SURVEY

COMMENTS

10. The facilities for my program are adequate. (If not, what is needed?)

- To be separated
- More space, phones
- Teacher workroom, desks
- More space (2)
- More room per teacher and class
- Space, quiet areas, less traffic
- Visual aids i.e. movies, etc.
- Two more classrooms with carpeting and one self-contained classroom
- More rooms - more teaching space
- Carpet, stereo, less fan noise, headsets
- Need better air conditioning
- Not enough science equipment
- Need wall and door
- Doors
- Individual rooms with doors
- Central storage area
- We use rooms all over the school and must travel from room to room
- Room space (2)
- A larger room
- Not enough space
- This year has been fine
- Larger classroom, Time out area - Reward area
- Counseling areas
- Carpet
- Larger rooms that are permanent

LD/EH STAFF SURVEY

COMMENTS

19. The equipment for my program is adequate. (If not, what is needed?)

- Reading machine
- Teaching materials
- Materials for various subject areas needed for ESP Reading
- Need more and various textbooks
- Xerox machine, lanquage master, typewriters
- Blackboard
- A clock for room 824, a TV set, better bookcases, my own filing cabinet
- More tables, tape recorders, language master
- Stereo-headsets, films, filmstrips
- More AV equipment
- Locking desks and cabinets
- Science lab, maps
- Place for doing relaxation exercise for students in stress
- AV equipment
- Industrial Art tools and machines
- More filing cabinets and carrels - a decent teachers desk
- This year is fine
- Right now, things are fine. But there should be more vocational kits, more chances for field trips etc.
- Storage space (file cabinets) maps, charts
- Curriculum is too vague

LD/EH STAFF SURVEY

COMMENTS

20. The materials for my program are adequate. (If not, what is needed?)

- Not enough materials
- Maps and charts
- Lower level materials
- Reinforcement materials
- More low level, high interest materials
- More reading, materials and games
- More selection of materials
- More consumable materials - Food, Wood, etc.
- Higher level
- Appropriate texts
- Reference materials
- More visual aids
- More workbooks, free, to give kids
- I have purchased or made up my own
- More materials on their grade level
- Workbooks - basic sentence - letters - paragraphs
- A wider range of multimedia materials and career planning materials
- More curriculum materials needed.
- Daily newspaper, etc.
- More materials in order to teach
- More textbooks (2)
- More high interest/low vocabulary books
- Need more
- All kinds
- Consumable workbooks

LD/EH STAFF SURVEY

COMMENTS

21. I have sufficient funds to develop my program (field trips, behavioral modification reinforcement, etc.).

- Not enough money
- We have no funds at all

22. The school social worker assists me in working with students when necessary.

- There is no social worker at this date 4/27, but the one previously here was great!
- Excellent!
- When we had one
- Don't know new social worker, other one was excellent
- She is excellent
- Very pleased with the school social worker services

23. The ESP counselor assists me in working with students when necessary.

- ESP worker is excellent
- Male counselor very supportive, female counselor not supportive or helpful. Many times is detrimental to the program
- The male does, the female does not

24. I understand the purpose of the placement, review and IEP paperwork.

- I understand the need for an audit trail - The bulk seems unnecessary

25. There is adequate parental support for my program.

- Many don't want to be bothered
- From some parents
- Can always have more parent input

26. Communication with my students' parents is generally good.

- The ones that are concerned
- Adequate